MCj04241680000[1]

- Media

**Daily Objective/Learning Outcome:**

Students will be able to:

Freely select, evaluate, rate and notate a list of 8 books that appeal to them for pleasure reading for future reference. This list will be kept in their folders in the Library and also with the student for book selection in and out of school.

**Don’t judge a book by the cover…Surfing book (blue cover-no illustrations)**

**Connection to Prior Knowledge or Real World Connection to Content:**

Have you ever gone to select a book and wasn’t inspired by what you saw and wished you had a list to go from?

Well, today we’re going to make a book list that is all about pleasure reading!

Not books you HAVE to read but books you WANT to read!

**Introduction to New Learning / Subject Matter (including key/unfamiliar vocabulary words):**  Evaluation, selection, blurb, rating, tone, genre, author’s purpose.

**Teacher Model / Think Aloud** (Students listen without participating for the purpose of being able to perform the same task in the cooperative and independent setting):

How to evaluate a book, what to look for, reading the blurb, the first page, author’s tone, cover, etc.

Once rated, if over 6…list…

if under 6 pass on that book and select another to review.

Don’t write until you READ!

If there is a book that you’ve ALREADY read, pass on it…but if you really liked that book, please add a post-it to the back with your name and either: good, great, awesome, liked, and a must read!

**Teacher Lead / Student Think Aloud** (Students think aloud, demonstrating their new understanding of the skill/concept in the corporate setting for all to hear):

Ask students what they look for in a book, have them talk in small groups at each table about books they’ve read that they’ve really liked.

If a book What attracted them initially to that book?

Discuss the criteria of what makes a book GREAT to them!

Look through the books on the table, pick out any that you’ve read before and add the post it as previously mentioned.

**Cooperative Practice** (Students are placed in small groups to work together to perform a task that demonstrated their understanding of the skill/content while teacher circulates the room assessing/assisting):

Start the Book Pass activity…using the worksheet:

1. Read the cover or the back of the book you have.
2. Go to the first page and begin reading.

Pay attention to the author’s style. Is it one that seems interesting? Is it about something you can relate to?

3. Rate each book on a scale of 1-10, 1 being the least interesting to you and 10 being the most.

**Independent Test** (Students demonstrate an individual understanding of the skill/content through writing Teacher provides no assistance; room should be silent):

**When finished the worksheet, turn it over and complete the brief constructive Response:** Read through your booklist and choose one of the highest rated books.

What did you preview in the text,

blurb,

or the graphics of that book that caused you to give it such a high rating?

**Closure** (Revisit Objective-Teacher should ask the question, “Have we met our learning goal and what evidence do we have to support the response?”):

Explain that these worksheets will saved in their folders in the Library so that they next time they want to read a pleasure book, they have 8 new titles to choose from!